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self-contradictory function to the activity of thought in natural science. For science (it is obvious) "is composed of pseudo-concepts;" it must falsify therefore the pure concept, falsify "the universal that is truly universal and not mere generality or abstraction;" and yet in face of this fatal logical defect, we find elsewhere that "to establish a universality which at first was wanting, is the glory of truly scientific thought." Thus science at one and the same time establishes, and also falsifies, the true philosophic concept or universal; and since again "thought always thinks with pure concepts, never with pseudo-concepts,"<sup>10</sup> scientific investigation (dealing with pseudo-concepts) at even its highest levels is never worthy the name of thought. But the crowning contradiction, in this respect, is found of all places in the full title of Croce's work itself—*Logic, as the Science of the Pure Concept*—i. e., "as the Pseudo-concepts of the Pure Concept!" Or worse still, if we take Croce's arguments literally, "as the Falsification of the Pure Concept!"

J. E. TURNER.

LIVERPOOL.

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## REVIEWS AND ABSTRACTS OF LITERATURE

*To the Editors of the JOURNAL OF PHILOSOPHY:*

THE accompanying summaries, consisting largely of quotations of nuclear passages, were prepared for the files of the psychological department at this hospital. They are herewith offered in the hope that they may be serviceable to other users of the JOURNAL.

Very truly yours,

F. L. WELLS.

McLEAN HOSPITAL,  
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NOBLE, ELLIS L. and ARPS, GEORGE F.: "University Students' Intelligence Ratings according to the Army Alpha Test," *School and Society*, 1920, 11, pp. 233-236.

This report concerns the Army Alpha test with 5,950 students at Ohio State University. About 51 per cent. rate A, 33 per cent. B, and 13 per cent. C+. The median score is about 135. Distribution of scores in the student body according to years is given in detail. The highest median scores are made by the senior class in law and the freshman class in medicine. The colleges of medicine, commerce, journalism and engineering score higher than the other colleges as shown by a table in detail. The medians of the classes

<sup>10</sup> *Ibid.*, pp. 256, 42, 71.

within the colleges show a consistent and significant gain through the four years. Some doubt is raised as to whether mental maturity is reached in advance of or at about the age ordinarily attained at the completion of the high school course. The results suggest that it may be necessary to extend somewhat the maximum period for development of innate mental ability. Men students score in general 5 or 6 points higher on the scale than do women.

ANDERSON, JOHN E.: "Intelligence Tests of Yale Freshmen," *School and Society*, 1920, 11, pp. 417-420.

This report is based on 400 cases. Some 85 per cent. rate as grade A, 14 per cent. grade B, and 1 per cent. in C +. The students are thus a highly selected group and rate higher than a large sampling of army officers. A chart shows the distribution of scores in the Freshmen and of some 13,500 drafted men. Among the Freshmen are 131 high school alumni and 254 preparatory school alumni. The median scores of these two groups are practically equal and their distributions coincident. The correlation between the test scores and the first semester grades of 373 students is .377. For a student getting a score of 122 or lower the chances are 1 in 6 that he will be dropped, 2 in 6 that he will be put on probation, and 3 in 6 that he will do creditable work. One man with a score of 193 and another with a score of 182 were dropped from college for deficient scholarship. In such cases the test scores may be very useful to an advisory officer. It is not felt that in general the test is as useful in the selection of college students as others which are devised more specifically for this purpose.

MADSEN, I. N.: "High School Students' Intelligence Ratings according to the Army Alpha Test," *School and Society*, 1920, 11, pp. 298-300.

This report concerns intelligence ratings of high school students, and the differences between classes and sexes. The younger students in each class make the best score. In the Alpha test the median score for the 12 year old freshmen is 125.0, for the 13 year old freshmen 109.7. Such facts answer effectively the argument that the test really measures education and not native intelligence. From the fact of having lived longer the older students should have gained additional incidental information which should help them in making a high score if educational experience is a factor. For any given age there is an increase in the scores according to class. The median scores of 15-year-olds according to classes are 97.2, 114.4, 128.7, 145.0. It naturally requires greater native in-